

1997

School of Social and Systemic Studies Department of Family Therapy Ph.D Program Student Handbook 1997-1998

Nova Southeastern University

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*Nova Southeastern University
School of Social and Systemic Studies*

Department of Family Therapy
Ph.D. Program Student Handbook
1997-98



*3301 College Avenue
Ft. Lauderdale, Florida 33314
(954)262-3000 (800)262-7978*

Department of Family Therapy

Student Handbook

Ph.D. Program

1997-98

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Mission Statement: Nova Southeastern University

Nova Southeastern University is a dynamic, not-for-profit independent institution dedicated to providing high quality educational programs of distinction from pre-school through the professional and doctoral levels, as well as service to the community. Nova Southeastern University prepares students for lifelong learning and leadership roles in business and the professions. It offers academic programs at times convenient to students, employing innovative delivery systems and rich learning resources on campus and at distant sites. The University fosters inquiry, research, and creative professional activity, by uniting faculty and students in acquiring and applying knowledge in clinical, community, and professional settings.

Approved by the Board of Trustees, March 24, 1997

Mission Statement: School of Social & Systemic Studies

In the School of Social and Systemic Studies, we focus on academic excellence and leadership in the education of ethical, diverse, and reflective professionals who provide effective services to individuals, families, and larger complex systems. To this end, we constantly work to expand and improve the School's efforts in the areas of alternative programming, flexible degree planning, technological innovation, and student-centered service.

Approved: October 24, 1995

Notice of Non-Discrimination:

Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school, and does not discriminate in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic or other school-administered programs.

Accreditation:

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number (404)679-4501) to award bachelor's, master's, educational specialist, and doctoral degrees.

Department of Family Therapy

Student Handbook - Ph.D. Program

Introduction

This handbook provides information specific to the Ph.D. Program in Family Therapy. You will find details about the policies and procedures of the program, as well as a suggested degree plan. Rules and regulations that are school-wide, as well as course descriptions and curricula of each of the school's programs, can be found in the catalog.

The Department reserves the right to amend, modify, add to, or delete its rules, policies, and procedures affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship between the University, the department, and the student. Such right includes modification to academic requirements, course sequencing, time scheduling, curriculum, tuition, and/or fees, when, in the judgment of the administration, such changes are required in the exercise of its educational and pedagogical responsibility. The only exception to this rule is that you will remain bound by the total number of credit hours required for the completion of the doctoral degree for the year in which you entered.

The Program

The Ph.D. in Family Therapy is a 91-credit-hour program designed for individuals holding master's degrees who wish to ground themselves in the foundational and current theoretical ideas informing the field of family therapy; understand the relationship between these ideas and a variety of established and emerging schools of family therapy; enhance their clinical skills; learn the logic and practice of research, particularly qualitative methodologies; and become supervisors and teachers in academic and clinical settings.

It takes a minimum of three years to complete the program; many students finish it in three to four years. Full-time enrollment (at least nine credit hours per semester, including the summer) must be maintained throughout the program; however, in special circumstances leaves of absence can be obtained. Depending on how many courses you transfer in and the point at which you are in the program, there may be some semesters when there are fewer than three courses (nine credit hours) being offered that you require to complete your degree. In such cases, the program will consider you enrolled full time when you are registered in all of the outstanding degree-plan courses available to you. Once you begin your dissertation, you are considered full time when you are registered for at least two credits per semester. After you have taken 12 hours of dissertation, you may enroll in one dissertation credit hour at a time and still be considered full time in the program.

Your admission into the program is provisional until you successfully pass the Preliminary Examination, undertaken during your third semester (see **Evaluations**).

Residency

There is a minimum of two years residency required. You may move away to write your dissertation, but you may not leave until you been granted "candidacy status," that is, until you have completed all of your course work and successfully passed your Preliminary and Qualifying exams. You also are required to return to campus for your dissertation proposal defense, as well as your dissertation final defense.

Faculty Advisors

Each new student is assigned a faculty advisor upon his or her provisional acceptance into the program. This person can be most helpful, especially in the beginning, providing you with information about classes, policies, the campus, and so on. Before you start fall classes, you will be meeting with your advisor for approval of your degree plan (see below). You are also encouraged to meet with your advisor if and when you make any changes to your plan.

Many students continue to access their advisors throughout their program. When you choose your dissertation chair, that person automatically becomes your faculty advisor.

Transfer of Credit

Doctoral program applicants may request up to eighteen (six courses) of transfer of credit for graduate courses taken at other regionally accredited universities. Transfer of credit is not accepted for courses that are part of the program's core curriculum; however, there are nine orientation and professional elective courses, listed on the transfer-of-credit application, available in the program office, for which credits may be approved.

Applicants who have more than six transferrable classes may be given transfer of *content* for up to two additional courses. Although no additional credit hours will be given for these courses, such a transfer can allow a student not to retake a course he or she has taken elsewhere, and thus to enroll in another class in its place. This can provide more flexibility in the student's degree plan, allowing him or her, for example, to take an advanced, rather than a professional elective.

All courses to be transferred must be substantially equivalent to courses taught at Nova Southeastern University. To receive transfer of credit, fully complete the transfer-of-credit application form completely and submit official course descriptions and syllabi to document the

content of the course(s) you wish to transfer. The course descriptions should be copied from the original catalog and pasted into the application; the respective syllabi should each be clearly labeled and appended to the back of the application. No more than two courses may be used to establish equivalence with a Nova Southeastern course.

To be considered for transfer, courses must have been completed prior to admission to the doctoral program and less than seven years prior to the beginning of the student's first fall semester. Also, course grades must be "B" or higher. The complete request for transfer of credit must be submitted to the program office no later than July 1st prior to admission for fall of 1997.

Transfer requests are considered by the faculty as a whole. Courses which are approved will be recorded on your Nova Southeastern transcript.

Students who have graduated from the school's family therapy master's program within the last seven years are not required to apply for transfer of credit in the manner described above. If you are one of our master's graduates, you will be given credit for the following courses, provided that you completed them within the last seven years and obtained a grade of "B" or higher:

- Introduction to Systems Theories (SFTD 5006)
- Research in Marital and Family Therapy (SFTD 5007)
- Legal, Ethical, and Professional Issues (SFTD 5300)
- Diversity in Human and Family Development (SFTD 6520)
- Assessment in Marital and Family Therapy (SFTD 7301)
- Personality Theories and Psychopathology (SFTD 7302)
- Human Sexuality and Gender (SFTD 7311)
- Individual and Group Psychotherapy (SFTD 7313)

In order to receive transfer credit for these courses, complete the SSSS Internal Transfer Credit form, available from the program office.

Electives

Students who enter the program with no transfer-of-credit hours are required to take one elective to fulfill their degree requirements. Students who enter from Nova Southeastern's family therapy program require no electives to fulfill their degree requirements. Students with transfer-of-*content* credit may take up to three electives as part of their degree requirements (see Degree Plans).

In whichever category you fall, you may choose, for a variety of reasons, to take more electives than are required. The writing elective (which may be repeated for credit) can help you with the compositional skills necessary to do well in class writing assignments, the qualifying exam, and the dissertation. If you plan to teach or supervise after graduating, the

teaching and supervision practica can provide you with the experience necessary to make a good start. You may, however, wish to take courses in Dispute Resolution or Medical Family Therapy. These programs offer new contexts for the application of your therapeutic expertise. If you require electives in your degree plan, one of them can be from the course offerings in these areas.

Degree Plans

Two sample degree plans are offered below. The first sets out a suggested sequence of classes for people who enter the program with no transfer-of-credit courses; the second offers a possible sequence for those who have graduated from our master's program. Many students will fall somewhere in the middle...some of their courses may transfer in, some not, or they may have some transfer-of-*content* credit (see section on **Transfer of Credit**), allowing them to take one or two extra electives. If this applies to you, you will need to create a plan that amalgamates elements from each of the plans presented below.

Degree-plan forms are available from the program office. Consult the templates below, and then create a plan for yourself that fits your particular situation. Once you have completed the form, meet with your faculty advisor (see **Faculty Advisors**, above) at your earliest mutual convenience and present your proposed plan. If your advisor approves your plan, have him or her sign in the space provided, sign it yourself, and then return the form to the program office. A copy will be made and returned to you, and the original will go into your student file.

Degree Plan A: 91 credit hours

For students who enter with *no transfer of credit*, the following degree plan is recommended. Within your 91-credit-hour program, there is space for one elective (3 credits). However, you may choose, for a variety of reasons, to take extra electives beyond the 91 hours necessary to graduate (see Electives, above). Suggested electives at suggested times are listed in square brackets; you only need to choose *one* of them to complete your degree requirements.

Year 1

Summer (one week prior to first Fall semester):

3 credits

Introduction to Doctoral Studies In Family Therapy
(SFTD 5005)

Fall:

13 credits

Introduction to Systems Theories (SFTD 5006)
Systemic Family Therapy I (SFTD 5010)
Legal, Ethical, and Professional Issues (SFTD 5300)
Clinical Practicum I (SFTD 5210)
Doctoral Seminar (SFTD 5000) [1 credit]

- Winter:** 12 credits
 Research in Marital and Family Therapy (SFTD 5007)
 Language Systems (SFTD 5110)
 Systemic Family Therapy II (SFTD 5020)
 Clinical Practicum II (SFTD 5220)
- Summer:** 9 credits [+3 credits for an elective]
*** Preliminary Exam***
 [Special Elective: Academic Writing (SFTD 6510)]
 Clinical Practicum III (SFTD 6210)
 Human Sexuality and Gender (SFTD 7311)
 Personality Theories and Psychopathology (SFTD 7302)

Year 2

- Fall:** 12 credits
 Logic and Methods of Research (SFTD 5410)
 Systemic Family Therapy III (SFTD 5030)
 Thinking Systems (SFTD 5120)
 Clinical Practicum IV (SFTD 6220)
- Winter:** 12 credits
 Data Gathering and Organization (SFTD 6410)
 Systemic Family Therapy IV (SFTD 5040)
 Clinical Practicum V (SFTD 6230)
 Individual and Group Psychotherapy (SFTD 7313)
- Summer:** 12 credits
*** Qualifying Exam***
 Data Analysis (SFTD 6430)
 Supervision and Teaching (SFTD 6310)
 Clinical Practicum VI
 Assessment in Marital and Family Therapy (SFTD 7301)

Year 3

- Fall:** 6 credits
 Assessing and Presenting Research (SFTD 7350)
 Diversity in Human and Family Development (SFTD 6520)
- Winter:** 3 credits [+3 credits for an elective]
 Dissertation (SFTD 6900)
 [Supervision Practicum (SFTD 6320)
or Teaching Practicum (SFTD 7360)]

Summer: 3 credits
Dissertation (SFTD 6900)
Dissertation Proposal Defense

Year 4

Fall: 3 credits [+3 credits for an elective]
Dissertation (SFTD 6900)
[Elective from Dispute Resolution
or Medical Family Therapy]

Winter: 3 credits
Dissertation (SFTD 6900)
Final Dissertation Defense

Summer:
Graduation

Total Credits: 91 [+ extra electives]

Degree Plan B: 67 credit hours

For students who enter from Nova Southeastern's master's program in family therapy, the following degree plan is recommended. Within your 67-credit-hour program, there are no required electives. However, you may choose, for a variety of reasons, to take one or more elective courses anyway (see Electives, above). Possible electives at possible times are listed in square brackets.

Year 1

Summer (one week prior to first Fall semester):

3 credits
Introduction to Doctoral Studies In Family Therapy
(SFTD 5005)

Fall: 10 credits
Systemic Family Therapy I (SFTD 5010)
Clinical Practicum I (SFTD 5210)
Logic and Methods of Research (SFTD 5410)
Doctoral Seminar (SFTD 5000)[1 credit]

- Winter:** 12 credits
Language Systems (SFTD 5110)
Systemic Family Therapy II (SFTD 5020)
Data Gathering and Organization (SFTD 6410)
Clinical Practicum II (SFTD 5220)
- Summer:** 9 credits [+3 credits for an elective]
*** Preliminary Exam***
Data Analysis (SFTD 6430)
Supervision and Teaching (SFTD 6310)
Clinical Practicum III (SFTD 6210)
[Special Elective: Academic Writing (SFTD 6510)]

Year 2

- Fall:** 12 credits
Systemic Family Therapy III (SFTD 5030)
Thinking Systems (SFTD 5120)
Assessing and Presenting Research (SFTD 7350)
Clinical Practicum IV (SFTD 6220)
- Winter:** 6 credits
Systemic Family Therapy IV (SFTD 5040)
Clinical Practicum V (SFTD 6230)
- Summer:** 3 credits
*** Qualifying Exam***
Clinical Practicum VI

Year 3

- Fall:** 3 credits [+3 credits for an elective]
Dissertation (SFTD 6900)
[Elective from Dispute Resolution or Medical Family Therapy]
- Winter:** 3 credits
Dissertation (SFTD 6900)
Dissertation Proposal Defense
- Summer:** 3 credits [+3 credits for an elective]
Dissertation (SFTD 6900)
[Supervision Practicum (SFTD 6320)
or Teaching Practicum (SFTD 7360)]

Year 4

Fall: 3 credits
Dissertation (SFTD 6900)
Dissertation Final Defense

Summer:
Graduation

Total Credits: 67 [+ extra electives]

Medical Family Therapy Specialization

The Medical Family Therapy Program is offered as a specialization within the Master's and Doctoral Degree Programs in Family Therapy. The program focus is on teaching and research of the relationships between psychosocial medicine, biomedicine, and the effects of illness on patients and families. Students are taught the basics of biopsychosocial theory, practice, and collaboration.

The program emphasizes the personal and professional development of students, and prepares them to offer medical family therapy in a variety of settings including: primary care and specialist offices, hospitals, family medicine residency programs, community clinics and hospices. Through classroom learning and hands-on clinical research, students have ample opportunities to gain practical expertise. The students' growth as reflective practitioners is encouraged through clinical research in physician/patient/therapist/family communication, adjustments to acute, chronic, or terminal illness, social effects and ethical dilemmas of new medical technologies, and other issues which transcend historical distinctions between physical treatment and psychosocial interventions.

The cornerstone of this specialization program is a commitment to teaching collaboration across the curriculum. This dedication is realized in the program both through course content, as well as through an exploration of collaborative relationships between students, faculty, and community health care providers in the curriculum development and implementation of this program. To meet this goal, Nova Southeastern University has developed a variety of innovative and productive partnerships between the Medical Family Therapy Program and a number of health care providers in South Florida, such as the Chemical Dependency Unit at Aventura Hospital and Medical Center, Planned Parenthood of Broward and South Palm Beach, and the Health Professions Division of the University.

The curriculum for the specialization entails four courses as well as two additional practica taken in a medical setting. The schedule of the classes is as follows:

Year 1

Winter: Medical Family Therapy I (FSHC 5000)

Summer: Medical Family Therapy II (FSHC 5010)

Year 2

Fall: Health Care Concepts (FSHC 5300)
Practicum I in Medical Family Therapy

Winter: Research in Medical Family Therapy (FSHC 5200)
Practicum II in Medical Family Therapy

Upon satisfactory completion of the program, students are awarded a Specialization in Medical Family Therapy. After graduation, students have found professional employment in hospitals, hospices, mental health HMOs, and private medical practices. This program adds an area of expertise to the graduates' family therapy skills which can increase their options in the family therapy profession.

Evaluations

There are two program exams that you must pass in the course of your studies. Each are described in detail below. Following them is a description of the practicum evaluation form, a completed copy of which you will receive at the end of each semester of practicum.

Preliminary Meeting

You register for your preliminary meeting as part of the summer registration held near the end of your second semester in the program. There is no charge for enrollment for this meeting. Once you pass it, the date will be officially noted on your transcript. The meeting, held sometime during the summer semester, entails a formal assessment by the faculty of your progress in the program. The data for it will be your grades, the practicum and writing evaluations from your first two semesters (supplied to the faculty by the staff) and a three- to five-page (double-spaced) self-evaluation submitted by you at least one week in advance of the preliminary examination meeting. This self-evaluation should provide an in-depth accounting of your accomplishments and difficulties in the clinical and academic areas of the program and a clear indication of your plans for the forthcoming year. It must be typewritten and free of errors. In addition, the faculty will consider the student evaluation criteria described in your catalog. These criteria address student readiness for professional and scholarly work, and are considered an integral part of your review of progress during your first year in the program.

The meeting, lasting approximately one-half hour in length, will be attended by you and a committee of faculty representatives. Successes and challenges will be discussed. Following the meeting, the committee will make one of the following recommendations to the faculty:

- a) Full admission into the program, effective the fall semester of your second year.
- b) Full admission into the program, effective the fall semester of your second year, with faculty recommendations for changes.

Note: In order to obtain one of these recommendations, all of your grades must be B or higher, with no Incompletes.

- c) A continuation of your provisional status, with full admission contingent on you satisfying one or more specified criteria in a specified amount of time.
- d) A refusal to fully admit you or to allow provisional continuation in the program.

The faculty votes to accept or to question each committee's recommendations. If the recommendations are accepted by the faculty, you will receive a letter informing you of the committee's determination.

If the faculty accepts a committee recommendation for dismissal, it becomes effective immediately. Tuition and registration fees for the semester in which you were presently enrolled would, in such a case, be fully refunded.

If the faculty votes to question a committee recommendation, you will receive a letter explaining this and asking you to attend a meeting with the director and the faculty as a whole. During this second meeting your situation will be discussed and you will have an opportunity to present your views and ideas. Subsequent to this second meeting, the faculty will come to a decision regarding your status in the program, and you will be informed of it by mail.

You have the right to appeal such faculty decisions. See the section on **Student Rights and Responsibilities** in the school catalog for procedural information.

Qualifying Exam

You register for your qualifying exam as part of the summer registration held near the end of your fifth semester in the program. There is no charge for taking the exam, and once you are registered for it, you are considered by us and Financial Aid to be enrolled full-time in the program. When you pass your qualifying exam, the date will be officially noted on your transcript.

You submit your qualifying exam on the first business day in July of your second year in the program. The exam entails you writing a publishable-quality paper on a topic that is relevant to the field of family therapy. Three members of the faculty serve as a review committee for the paper, as if they were members of an editorial board for a family therapy journal.

Your initial submission should include four copies of your paper and one copy of a signed letter that makes reference to the title of the article, briefly describes the content, and names a particular juried family therapy journal for which it would be relevant. Your work is blind reviewed, so ensure that your name does *not* appear on the title page or in the body of the

article. The program coordinator will keep the original letter and attach copies (with your name masked) to the copies of your paper before distributing them to your reviewers.

The text of the paper, exclusive of the title page, abstract, and references, may not exceed 25 pages. Papers, which must follow stylistic guidelines of the newest edition of the American Psychological Association Publication Manual (APA 4), may be case studies, research reports, theoretical essays, or professional issue position papers. If you write a case study or a research report, you must preserve, until the paper has passed the process, the data on which the work is based (e.g., videotapes, detailed case notes of clinical work, research protocols, transcripts), as well as the signed informed-consent forms of the participants.

The faculty committee members read, make comments on, and evaluate your paper on a total of fourteen criteria, each of which is given a numerical rating between 1 and 3. A 3 on a criterion means that you successfully demonstrated skill in that area. A 2 means that you inconsistently demonstrated the criterion. A 1 means that you failed to demonstrate the criterion. The results for the exams are determined in the following way:

-
- | | |
|--------|---|
| V -- | Pass: No 1s; no more than one 2 |
| IV -- | Pass, return ASAP with minor changes: No 1s; no more than three 2s |
| III -- | Resubmit with changes at next submission date: One 1; or more than three 2s |
| II -- | Resubmit with major changes within one year: Two 1s; or one 1 and more than three 2s |
| I -- | Fail: Three or more 1s |
-

Criteria 1 and 2 (Writing skills and Adherence to APA conventions) are divided into a number of subcategories, each of which addresses a specific component of the criterion as a whole. Each subcategory is given a check when there are fewer than three errors of this type noted throughout the paper. When three or more errors on a particular subcategory are present in a paper, that subcategory is given an x.

The numerical assessment of criteria 1 and 2 is determined by the number of xs given to the subcategories within them. When there are one or no xs within a criterion, it is assessed as a 3. Two xs given to subcategories in a criterion translates into a 2, and more than two xs result in an overall score of 1 for the criterion.

To pass the exam, you must obtain a IV or higher when the assessments from the three faculty reviewers are averaged. Once you have passed, you may still need to make changes in your document before submitting a clean and final draft for official acceptance and placement in the school library. Such changes are coordinated through your dissertation chair, whether or not this faculty member was part of your qualifying exam review committee. (Students who have not yet decided upon or approached a faculty member to serve as chair may designate any full-time faculty member in the department to serve as an interim chair for the purpose of coordinating final changes to the qualifying exam.)

The chair will read the paper and each of the reviewers' comments and suggestions, and, if necessary, will discuss them with the reviewers in order to clarify the requested changes. The chair will then work with you to help you satisfy any outstanding concerns. Once the chair determines that you have successfully made the necessary changes, he or she will approve the paper for submission to the library. This revision must be submitted no later than the next qualifying exam submission date (approximately 6 months). This approval will be documented with a signature and date on an unnumbered signature page, inserted between the title page and abstract (see Appendix I for a qualifying exam signature page template.) The student will then take the signed exam to the Program Coordinator, who will place it in the school library. If you obtain less than a *IV* average, you must wait until the next submission date (in the first week in January) before resubmitting your paper. If you obtain less than a *III* average, you may wait up to a year before resubmitting your paper. If you obtain less than a *II* average, you fail the exam. If you fail the exam, you may be required to take the course, SFTD 6510, Academic Writing. If you fail the qualifying exam twice, you will be dismissed from the program.

Papers that are resubmitted, whether with minor corrections or major changes (even to the extent that an entirely new paper has been written) must include a letter that specifies in detail how you have responded to each of the reviewers' concerns and comments. A sample of such a letter can be obtained from the program office.

The criteria assessed for the qualifying papers are as follows:

1. Writing skills:

- Accurate typing and spelling
- Predominant use of active voice
- Correct use of tenses
- Agreement of subjects and verbs
- No misplaced or dangling modifiers
- Parallel construction
- Non-sexist and non-ethnically-biased language
- Correct use of punctuation
- Complete sentences
- Appropriate introduction of quotes
- Other (specify)

2. Adherence to APA conventions:

- Underlining
- Headings and subheadings
- Serialization
- Quotations
- Reference list construction
- Citations
- Line spacing, spacing after punctuation, margins, abstract, title page, running head

3. Tone of voice appropriate to a juried journal and the intended audience
4. Concise, well constructed, and flowing sentences
5. Concise, well constructed, and coherent paragraphs
6. Concise and coherent presentation, development, and application of ideas
7. A clear relationship between introduction, body of paper, and conclusion
8. Inclusion and organization of sections appropriate to the type of article (i.e., theory, case study, or research)
9. A comprehensive literature review with appropriate citation of sources
10. A literature review appropriate to the topic and the balance of the paper
11. Relevance of the topic to family therapy
12. Originality
13. Accuracy of theoretical/clinical/research/historical assertions
14. Comprehensive coverage of relevant theoretical/clinical/research/historical issues

The committee reading your qualifying exam operates like an editorial board for a professional journal, and we thus make the same stipulations of you that the board of *JMFT* or *Family Process* would make: Your paper must be original--that is, it must have been written solely by you--and it cannot have been published previously, nor be in consideration for publication.

It is appropriate and acceptable for you to have your classmates read and comment in a general way on your work; however, under no circumstances can anyone but you compose any part of your paper. (See below for a description of plagiarism.) You are encouraged to talk to faculty members before your first submission and/or embarking on revisions. They may discuss ideas and go through a detailed outline with you; however, they may not review drafts of the text itself.

A number of students whose papers have passed the qualifying exam process have had them published in a variety of journals, including *Family Process*, *JMFT*, and *Ericksonian Monographs*. However, as noted above, you must wait until you have completed any required revisions and your paper has been passed by your committee before you can send it for outside review. Any paper not deemed original will fail.

Writing Evaluation

In order to help you prepare for the writing of your dissertation, the program provides you with numerous opportunities for writing, from class assignments to the qualifying exam. The method of evaluation for course-specific written assignments accords with the criteria set out in the qualifying exam evaluation form; however, individual course instructors may choose to stress some aspects of the Writing Evaluation Form over others, and to modify the system of assigning grades.

Practicum Evaluation

Details regarding practica and Family Therapy Associates are available in the Practicum Handbook, available from the program office.

Your progress through your six practica is assessed each semester in terms of a set of skills (described below) that the program considers necessary for the successful practice of family therapy. These criteria are divided into three levels of sophistication, with two practica at each level. Your demonstration of each of the skills is assessed on a five point scale. A "5" on an item means that you consistently demonstrated the described behavior or skill. A "4" means that you often demonstrated the described behavior or skill. A 3 indicates that you inconsistently demonstrated the described behavior or skill. A 2 means that you seldom demonstrated the described behavior or skill. A 1 means that you never demonstrated the described behavior or skill. The practicum grade is determined in the following way:

- A no more than five 4s; nothing below 4
- B more than five 4s and/or up to two 3s; nothing below 3
- C more than two 3s and/or up to two 2s; nothing below 2
- D more than two 2s and/or up to two 1s
- F more than two 1s

Beginning Students (Practica I and II) must be able to consistently:

1. Introduce themselves and the clinic (policies, procedures, videotaping, etc.) to clients in a warm and professional manner.
2. Follow clinic policy (paperwork, follow-up, confidentiality, legal, and/or referral issues, etc.).
3. Conduct themselves in a professional and effective manner (attendance, punctuality, presentation of self).
4. Maintain an active case load.
5. Sensitively vary voice (tone, volume, rate, inflection) and non-verbal behavior (posture, gestures, facial expressions) to connect with clients.
6. Empathically communicate an understanding of and respect for the experience of clients.
7. Ask questions in a conversational and interactive (as opposed to interrogational) way.
8. Avoid offering simplistic advice and personal opinions.
9. Limit self-disclosure to occasions of therapeutic utility.
10. Explore client stories with curiosity and demonstrate patience in developing possible interventions.
11. Attend to larger-system issues and access appropriate resources for clients.
12. Deliver supervisor/team communications with poise and sensitivity.
13. Actively solicit and implement supervision as an opportunity for learning, regardless of model.
14. Challenge their own premises and biases, and expand their awareness and appreciation of cultural, gender, spiritual, and sexual diversity.

15. Actively participate in practicum, offering and requesting constructive feedback, when appropriate.
16. Demonstrate an understanding of and respect for multiple perspectives (clients, team, supervisor).
17. Conceptualize and describe client conundrums in systemic, non-pathologizing ways.

In addition to the above, Intermediate Students (Practica III and IV) must be able to consistently:

18. Develop and maintain themes across sessions.
19. Spontaneously generate relational questions and comments in the therapy room.
20. Distinguish relevant information--in relation to model, client(s), goals, previous sessions, etc.--and organize the conversation accordingly.
21. Weave supervisor/team communications into the conversation in a smooth manner.
22. Contribute systemic ideas to team discussions.
23. Appropriately generalize from supervision on a particular case, to other analogous situations.
24. Discuss and describe cases concisely within a systemic framework.
25. Require less detailed direction from the supervisor.
26. Identify what they wish to obtain from supervision.

Advanced Students (Practica V and VI) must be able to integrate the beginning and intermediate skills in a smooth and compelling manner. In addition, they must be able to consistently:

27. Take calculated risks to expand their interpersonal repertoire (with humor, creativity, play, etc.)
28. Handle unexpected and crisis situations with poise and skill
29. Describe cases and interact with clients using a variety of therapeutic models
30. Move toward a collegial relationship with supervisors
31. Articulate a coherent therapeutic orientation
32. Demonstrate their orientation in practice (in team discussions, invention of ideas and/or interventions, delivery of ideas, etc.)

Plagiarism

The word *plagiarize* comes from the Latin *plagiarius*, kidnapper. Plagiarism is literary thievery and as such is tolerated by neither the program nor the university (see the catalog under **Student Rights and Responsibilities**). In class assignments, your qualifying exam, your dissertation, and any articles you write for publication, sources for your ideas must be acknowledged. Quotations from, and paraphrases and summaries of, the work of others must be referenced in APA format.

Student Evaluation of Practica and Classes

At the end of each semester, you are given the opportunity to provide the program with your responses to the courses you took. Your anonymity is protected in the following ways: a) you are asked not to sign your evaluation; b) all evaluations are completed and sealed in an envelope while the faculty member remains outside of the room; c) the envelope is delivered directly to the staff by a student volunteer, and the handwritten comments are typed into the computer; d) the original, handwritten sheets are shredded; e) faculty members do not receive typed copies of the evaluations until after grades have been submitted to the registrar.

The Supervision and Teaching Course, and Supervision and Teaching Practica

Before taking Supervision and Teaching (SFTD 6310), it is recommended that you have successfully passed Clinical Practicum VI (SFTD 6230). If you wish to take the class in the summer of your first, rather than second, year, you must submit a formal proposal, indicating clear demonstration of your readiness for the class, to the Program Director. The Director, along with the instructor of the course, will consider your request, although not all requests will be granted. Your previous clinical experience along with your academic and clinical performance in the program your first year will be primary considerations.

You must obtain faculty approval for taking either Supervision Practicum (SFTD 6320) or Teaching Practicum (SFTD 7360). Typically, these practica will entail you assisting a faculty member in teaching or supervising a master's level course, though in some instances, helping with doctoral courses is possible.

In some cases you may be able to take a supervision or teaching practicum as early as the beginning of your second year in the program; however, in other cases--depending on your clinical experience, your success in clinical practica, and so on--the faculty may recommend that you either not enroll or wait to enroll until later in your program. In order to obtain permission to take either practicum, write a brief note to the program director detailing what you would like to do and with whom. Give it to him or her well in advance of registration; he or she will bring the request to the attention of the faculty at a regularly scheduled faculty meeting and will subsequently contact you with the faculty's decision.

If you decide not to enroll in a supervision or teaching practicum, or if your application is turned down by the faculty, you may choose one of the other electives in the curriculum to fulfill your degree requirements.

Client Contact Hours

If you graduated from a clinical master's program and/or are a licensed MFT, you must document 100 in-the-room client-contact hours with families and/or couples before graduating from the doctoral program.

If you graduated from a non-family therapy clinical master's program, you must document 500 in-the-room client-contact hours with families and/or couples before graduating from the doctoral program. Up to 400 of these hours may have been obtained before entering the doctoral program.

Documentation must include the date, type of session (i.e., family, couple, or individual), length, and location of each session. You must have access to case notes for all sessions listed. The necessary forms can be obtained from the program office. It is recommended that you submit your completed forms to the program office at regular intervals (e.g., once a semester) so that your student file remains updated. Be sure to keep a copy for yourself.

Practicum Videotapes: Confidentiality and Other Considerations

Clients seen at Family Therapy Associates sign a Therapy Agreement that gives you permission to videotape sessions for educational purposes. The form says the following:

I (we) authorize Family Therapy Associates to use any audiovisual recording made of myself (us) and my (our) family for the purpose of: (a) evaluation by the therapist; (b) consultation with other clinical colleagues; or (c) teaching professionals who are bound to honor confidentiality.

Because Nova Southeastern University is an educational institution, I recognize that therapy sessions, tapes of those sessions, and assessment evaluations may be viewed by clinical supervisors and used for instructional or research purposes.

FTA supplies you with the necessary tapes to record your sessions. You may not use your own tapes for recording sessions, and all FTA tapes must remain on the premises to ensure confidentiality. Viewing rooms are available at FTA for you to watch tapes of your own work; you may not view another therapist's sessions without his or her prior approval. If you wish to show a tape in a class, you may sign it out for a specified amount of time. See the clinic director for details.

If you wish to write about a case seen at FTA and you need to transcribe interviews, you may sign the tape(s) out to do so, but any audio tapes dubbed for this purpose must be subsequently erased, and identifying information about the clients must not appear on written records of the sessions.

If you wish to show a tape to a professional audience outside of NSU, you must recontact the family members seen on the tape, explain to them what you intend to do, and get a release signed by them in advance of your presentation.

Tapes will be supplied to you as the need arises. Generally, you should plan to record over previous sessions once you have watched them. All tapes assigned to you during your time at FTA must be turned into the clinic director at the end of your sixth practicum, whereupon they will be erased.

A technical note: If you intend to use your tapes as part of a research project and/or a professional presentation, it is essential that you record your sessions on the fastest speed possible (2 hours for a standard VHS tape). The audio and video quality of tapes recorded on slow (4 hour) or super slow (8 hour) speeds is not adequate for the purposes of research and presentations. FTA will supply the necessary tapes and provide storage for them for the duration of such projects.

Human Subjects Research Committee

All research projects undertaken at NSU, whether as part of your course work, dissertation or under the auspices of a grant must be approved by the University Institutional Review Board. Many projects will be exempt, while some will require full review by the Board. A proposal must be submitted to Dr. Chris Burnett, Department of Family Therapy, the SSSS liaison to the IRB. Contact Dr. Burnett for more details and application forms.

Dissertation

Specific details about how to go about writing your dissertation can be found in the school's Dissertation Guidelines, available from the program office.

You may begin enrolling in dissertation hours once you have successfully passed the qualifying exam. You must take a minimum of two hours of dissertation credit per semester. Two hours of dissertation is considered by the program to be full-time enrollment.

Students must continue to register for dissertation hours until they complete and successfully defend their document. This may entail taking more than the minimum 12 dissertation credit hours stipulated in the catalog. If, for some reason, you cannot continue working on your dissertation, you may apply in writing for a leave of absence. If you request a leave for longer

than a semester, or if you take a second semester-long leave, it may not be possible, upon your return, to continue with the chair with whom you had earlier been working.

Faculty/Student Writing Collaborations

The program encourages faculty and students to collaborate on publications and conference presentations; however, it is recommended that issues of authorship and division of labor be negotiated at the beginning of the project. The following guidelines have been adapted from the *APA Publication Manual*.

Authorship is reserved for persons who receive primary credit and hold primary responsibility for a published work. Authorship encompasses, therefore, not only those who do the actual writing but also those who have made substantial contributions to the paper.

Major contributions made by several persons to a common project are recognized by joint authorship, with the individual who made the principal contribution listed first. Substantial contributions may include formulating the problem, structuring the study, organizing and conducting the data analysis, interpreting the results, writing a major portion of the paper, or providing extensive editorial assistance.

Minor contributions of a professional character may be acknowledged in footnotes. Such contributions would include suggesting or advising on research procedures, collecting data, providing minor editorial assistance, or arranging for research participants. Combinations of these (and other) tasks, however, may justify authorship.

Publications arising out of dissertation projects may or may not include the chair and/or committee members as co-authors, depending on the nature of their involvement. If a faculty member's ideas were used extensively in the development of the project, his or her inclusion as second author may well be appropriate. As noted above, it is best to discuss publication issues early on in the process.

Publications or presentations resulting from work conducted at NSU should include an acknowledgement of your affiliation (or former affiliation) to the university and the school.

Individual Supervision for State Licensure or AAMFT

There may be occasions after the completion of formal course work when doctoral students wish to seek private, individual clinical supervision from a member of the faculty. Before you approach a faculty member with such a request, you must have already successfully completed all six of your required practica and have successfully passed your qualifying exam. Since such supervision is not considered part of the curriculum, the contract between you and the supervisor, including frequency of meetings, responsibilities, and costs, will be settled

privately between the two of you. The department stipulates that faculty members may not provide private clinical supervision for students whose dissertations they are chairing.

Graduation Requirements

You have seven calendar years from the beginning of your first fall semester in the doctoral program to complete your degree requirements. If, after seven years you have not yet graduated, you will need to retake all courses for which you received transfer of credit. Each semester thereafter you will be responsible for the Ph.D. courses taken more than seven years before that point in time. A one-year extension may be granted under extenuating circumstances. Leaves of absence taken during the course of the program do not extend the seven year deadline.

In order to graduate, your student file must reflect that you have:

- ◆ A complete application package, including official transcripts, letters of reference, application form, and essay
- ◆ Passed the Preliminary Exam
- ◆ Passed the Qualifying Exam, and submitted a corrected final copy (with a signed signature page) to the school library
- ◆ Completed all of your course work
- ◆ Completed your requisite number of client-contact hours
- ◆ Successfully defended your dissertation proposal
- ◆ Successfully defended your final dissertation defense
- ◆ Distributed bound copies of your dissertation (complete with your committee members' signatures) to: a) the chair of your committee; b) the program library; c) the university library
- ◆ Completed an *Application for Degree* form and paid the graduation fee

Once your file is complete, your *Application for Degree* form is sent to the Registrar's Office, the library, and Student Accounts. When it is determined that your transcript is correct, your books have been returned, and no balance is owed to the university, the Board of Trustees confer your degree. This process typically takes four to eight weeks. The conferral date of your degree will be the last day of the month following the meeting of the Board of Trustees.

You must have completed your degree requirements (including your dissertation defense) before you can walk in the June graduation ceremonies.

Advertising

It is against University policy for students to advertise their business activity, even if program related, through e-mail or mail box distribution to faculty, students and staff.

Student Publications

Nova Southeastern University, as publisher, bears the legal responsibility for the contents of student publications. In the delegation of editorial responsibility to students, the university provides sufficient editorial freedom for the student publications to maintain their integrity of purpose as vehicles of free inquiry and free expression in the Nova Southeastern University academic community.

The delegated editorial freedom of student editors and managers is subject to corollary responsibilities to be governed by the canons of responsible journalism, such as the avoidance of libel, indecent, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo.

As safeguards for the delegated editorial freedom of student publications, the following provisions are made:

1. The student press shall be free of censorship and advance approval of copy, and its editors and managers shall be free to develop their own editorial policies and news coverage.
2. Editors and managers of student publications shall be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content. Only for proper and stated causes shall editors and managers be subject to removal, and then by orderly and prescribed procedures.
3. All university published and financed student publications shall explicitly state on the editorial page that the opinions therein expressed are not necessarily those of Nova Southeastern University or of the student body.

Student Participation in University Governance

In furtherance of its commitment to teaching and learning, Nova Southeastern University encourages student participation in institutional decision making.

Within each center, elected student government bodies provide vehicles for student expression of views and opinions on issues of institutional policy. Officers of the student governments are members of the President's Student Advisory Committee which meets monthly with the President and appropriate senior administrative staff to discuss university matters of general interest to the student body.

Additionally, students are regularly appointed to committees, task forces, and ad hoc groups dealing with issues of concern to students, including appointment to each self study subcommittee.

Further Questions

If you have questions that are not addressed in this handbook, you may wish to refer to the school catalog. If your query remains unanswered, or if you require clarification, please contact the program office.

revised 8/97

Appendix I

Qualifying Exam Signature Page Template

This qualifying exam was submitted [date of first submission] by [student's full name] and passed on [date of the letter from the program director announcing the exam results] by Drs. [names of faculty reviewers]. Final approval was given by Dr. [name of chair] on the date indicated below.

Date of Final Approval

Name and Degree of Chair

